

May 2, 2007

Utah CCGP- Closing the Gap Results Report (Small Group)

School: Beaver High-Counselor Shane Erickson

Target Group: ESL

Abstract: The ESL program at Beaver High has needed assistance to augment DRSL 3. This is the communication DRSL from the school improvement plan.

Project Description:

***Introduction**

DRSL 3 Communication enhancement verbal and written for ESL students.

Intended student behavior was to show that the group of ESL students improved significantly in written and verbal communications as well as comprehension in English.

***Participants**

Number of students: 12-20 Students 2004-2007

Target Group: ESL Students Beaver High

***Method**

The interventions provided to Enhance ESL communication performance included:

*Certified teacher to oversee communication remediation and coordinate program.

*Collaboration and facilitation with Department head English teacher to teach ESL students.

*The hiring of and ESL aide was to provide tutoring and assistance in DRSL 3 to ESL students.

- Principal/Counselor provided support and collaboration with teacher and aide in the process.
- Evaluation Methods: Variety of remediation / Grades and Cognos data

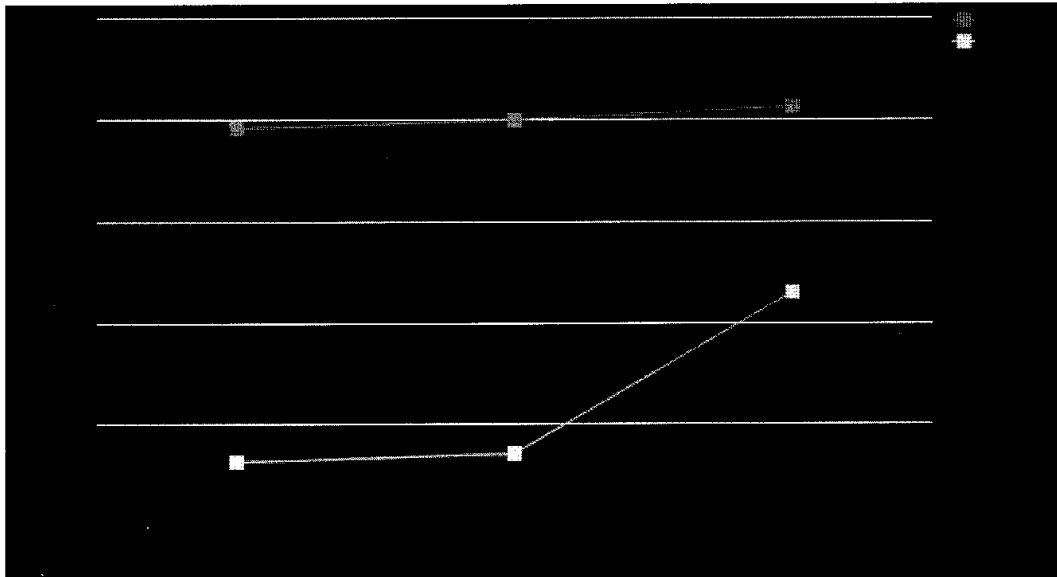
Results:

See Graph and % for 2004 –2007 performance and progress

% Proficient by CRT Subgroups

District: Beaver
School: BEAVER HIGH
Subject: Language Arts

Breakdown by LEP



	2004				2005				2006			
	# Proficient	# of Students	% Proficient	Avg Scaled Score	# Proficient	# of Students	% Proficient	Avg Scaled Score	# Proficient	# of Students	% Proficient	Avg Scaled Score
Asian	3	3	100%	173	3	3	100%	173	4	4	100%	172
Caucasian	264	328	80%	165	257	315	82%	167	272	329	83%	168
Hispanic	8	25	32%	159	7	18	39%	154	14	25	56%	159
Native American	5	8	62%	163	3	7	43%	161	6	6	100%	166
Pacific Islander									1	1	100%	179
Female	154	183	84%	167	167	191	87%	168	171	196	87%	169
Male	126	181	70%	161	103	152	68%	164	126	169	75%	165
LEP	1	8	12%	157	1	7	14%	157	6	13	46%	154
Not LEP	279	356	78%	164	269	336	80%	167	291	352	83%	168
Econ DisAdv	95	138	69%	161	95	134	71%	164	118	155	76%	166
Not Econ DisAdv	185	226	82%	166	175	209	84%	168	179	210	85%	168
Special Ed	21	46	46%	151	8	19	42%	158	12	33	36%	156
Not Special Ed	259	318	81%	166	262	324	81%	167	285	332	86%	168
All Students	280	364	77%	164	270	343	79%	166	297	365	81%	167

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Discussion:

The data results suggest that the intervention tools had a dramatic change on the communication skills for the ESL group. The certified teacher coordinating the program has taken great leadership in this process. The aide has also been a dynamic factor in this process.

Utah CCGP- Closing the Gap Results Report (Large Group)

School: Beaver High- Shane Erickson Counselor

Target Group: ACT 2002-2007

Abstract: The ACT test is a Test that student will take for college admissions and scholarships. Beaver High has a good record for taking this test.

Project Description

*Introduction

This DATA project is to show that by implementing a practice ACT component into the classroom and reinforcing and re-teaching the concepts found on the practice exams improve ACT results. Currently the 12 grade English teacher is the only teacher who does this process. We have a new math teacher who is starting to implement this process. The results will show that over a 5-year trend of mostly senior and some juniors English scores are higher than other ACT scores at Beaver High. In addition, they usually are higher than the National and State scores as well.

***Participants** 350-400 students over a 5 year period

***Method:**

Teacher implements ACT practice test into her curriculum. Give test, evaluates results of test and re-teaches concept base on data from practices tests. Also teacher reinforces concepts in her day to day writing activities with her students

Results: 5-year trend

[illegible]

5 year trend	BHS	State	National						
2002-2007									
English	23.1		20.6						
Math	21.7		20.8						
Reading	21.7		21.4						
Science	21.9		20.9						
Composite	22.2		21.1						

Discussion:

The data results suggest that the intervention tools had a dramatic change on the English performance on the ACT for the tested Group. The certified teacher facilitating the program has taken great leadership in this process.